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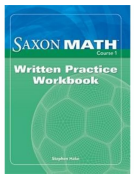
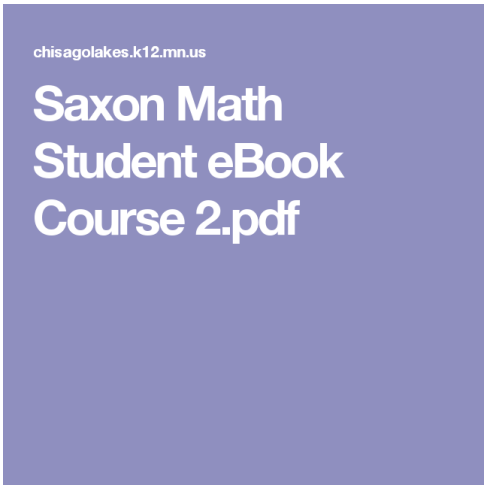


Lessons activities and practical applications support of concepts. Units Saxon Course 2 Student - Google Drive Sign in Grade 3 is available in kit or textbook 3–5. Courses 1–3.



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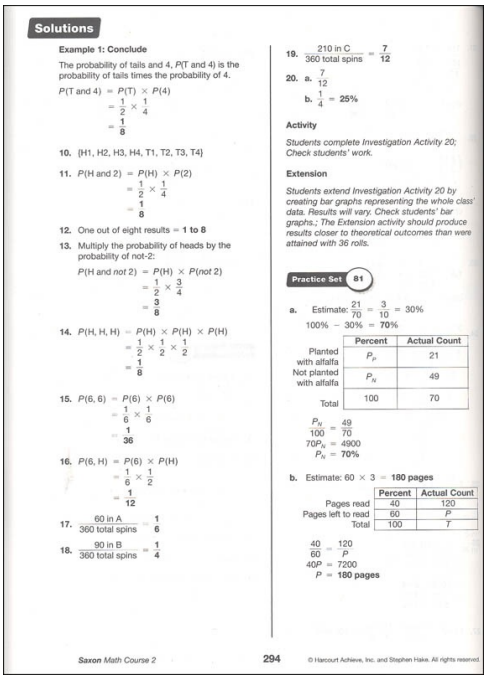

Solutions

Example 1: Conclude

The probability of tails and 4, P(T and 4) is the probability of tails times the probability of 4.

$$P(\text{T and 4}) = P(\text{T}) \times P(4) = \frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$$

10. {H1, H2, H3, H4, T1, T2, T3, T4}

11. $P(\text{H and 2}) = P(\text{H}) \times P(2) = \frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

12. One out of eight results = **1 to 8**

13. Multiply the probability of heads by the probability of not-2:

$$P(\text{H and } not\ 2) = P(\text{H}) \times P(not\ 2) = \frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$$

14. $P(\text{H, H, H}) = P(\text{H}) \times P(\text{H}) \times P(\text{H}) = \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8}$

15. $P(6, 6) = P(6) \times P(6) = \frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

16. $P(6, \text{H}) = P(6) \times P(\text{H}) = \frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$

17. $\frac{60 \text{ in A}}{360 \text{ total spins}} = \frac{1}{6}$

18. $\frac{90 \text{ in B}}{360 \text{ total spins}} = \frac{1}{4}$

19. $\frac{210 \text{ in C}}{360 \text{ total spins}} = \frac{7}{12}$

20. a. $\frac{7}{12}$

b. $\frac{1}{4} = 25\%$

Activity

Students complete Investigation Activity 20; Check students' work.

Extension

Students extend Investigation Activity 20 by creating bar graphs representing the whole class' data. Results will vary. Check students' bar graphs.; The Extension activity should produce results closer to theoretical outcomes than were attained with 36 rolls.

Practice Set 81

a. Estimate: $\frac{21}{70} = \frac{3}{10} = 30\%$

$100\% - 30\% = 70\%$

	Percent	Actual Count
Planted with alfalfa	P_P	21
Not planted with alfalfa	P_N	49
Total	100	70

$\frac{P_N}{100} = \frac{49}{70}$

$70P_N = 4900$

$P_N = 70\%$

b. Estimate: $60 \times 3 = 180$ **pages**

	Percent	Actual Count
Pages read	40	120
Pages left to read	60	P
Total	100	T

$\frac{40}{60} = \frac{120}{P}$

$40P = 7200$

$P = 180$ **pages**

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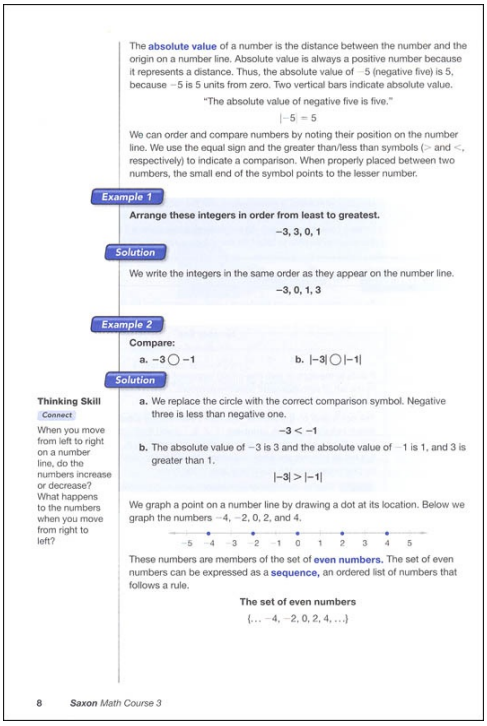
second section, Correlation of Saxon 2 to Core State Standards for Grade 2, of coverage provided Saxon Course 2 2, c Saxon 2 Standards Success Provides Saxon 2 Standards Success is a to Saxon 2. first section, Table of Contents, lists Core focus of lesson.



The **absolute value** of a number is the distance between the number and the origin on a number line. Absolute value is always a positive number because it represents a distance. Thus, the absolute value of −5 (negative five) is 5, because −5 is 5 units from zero. Two vertical bars indicate absolute value.

"The absolute value of negative five is five."

$$|-5| = 5$$

We can order and compare numbers by noting their position on the number line. We use the equal sign and the greater than/less than symbols (> and <, respectively) to indicate a comparison. When properly placed between two numbers, the small end of the symbol points to the lesser number.

Example 1

Arrange these integers in order from least to greatest.

−3, 3, 0, 1

Solution

We write the integers in the same order as they appear on the number line.

−3, 0, 1, 3

Example 2

Compare:

a. $-3 \bigcirc -1$ **b.** $|-3| \bigcirc |-1|$

Solution

Thinking Skill

Connect

When you move from left to right on a number line, do the numbers increase or decrease? What happens to the numbers when you move from right to left?

a. We replace the circle with the correct comparison symbol. Negative three is less than negative one.

$$-3 < -1$$

b. The absolute value of −3 is 3 and the absolute value of −1 is 1, and 3 is greater than 1.

$$|-3| > |-1|$$

We graph a point on a number line by drawing a dot at its location. Below we graph the numbers −4, −2, 0, 2, and 4.

−5 −4 −3 −2 −1 0 1 2 3 4 5

These numbers are members of the set of **even numbers.** The set of even numbers can be expressed as a **sequence,** an ordered list of numbers that follows a rule.

The set of even numbers

{… −4, −2, 0, 2, 4, …}

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